

COMMUNITY COLLEGE COUNCIL (CCC) MEETING NOTES**Wednesday, March 30, 2016****3:30 – 5:15 p.m. -- DE – ICN Room**

Those in attendance included:

- ☐ Linda Allen, President, Hawkeye Community College, and CCC Member (via conference call)
- ☐ Barbara Burrows, Chief, Bureau of Community Colleges
- ☐ Heather Doe, Consultant, Bureau of Community Colleges
- ☐ Lisa Gard, Consultant, Bureau of Community Colleges
- ☐ Alex Harris, Administrative Consultant, Bureau of Community Colleges
- ☐ Marcela Hermosillo-Tarin, Consultant, Bureau of Community Colleges
- ☐ Rosie Hussey, CCC and State Board of Education Member
- ☐ Michael Knedler, CCC and State Board of Education Member
- ☐ Pradeep Kotamraju, Chief, Bureau of Career and Technical Education
- ☐ Mary Ellen Miller, CCC and State Board of Education Member
- ☐ Moudy Nabulsi, Community College Trustee, and CCC Member (via conference call)
- ☐ Paula Nissen, Consultant, Bureau of Career and Technical Education
- ☐ Eric St Clair, Consultant, Bureau of Career and Technical Education
- ☐ Jeremy Varner, Administrator, Division of Community Colleges
- ☐ Stephanie Weeks, Assistant to Jeremy Varner, Division of Community Colleges
- ☐ Michael Williams, Consultant, Bureau of Community Colleges

I. Welcome and Introductions—Mike Knedler, Chair

Chair Knedler called the meeting to order at 3:30 p.m. Members and presenters introduced themselves. Chair Knedler and council members also thanked Rosie Hussey for her many years of service (2004-2016) and expertise on the State Board and the council as her term expires on April 30, 2016.

II. Approval of Meeting Notes—Michael Knedler, Chair

Chair Knedler asked for approval of the notes from the January 20, 2016, meeting of the CCC.

Action: Moudy Nabulsi moved and Rosie Hussey seconded to move to approve the meeting notes. The notes were passed unanimously by the CCC.

III. Division Updates—Jeremy Varner**A. Division Staffing**

Jeremy Varner introduced new staff member, Heather Doe, who joined the Division of Community Colleges on March 11, 2016, in the position of communications educational program consultant. Heather joined the division from the Iowa College Student Aid Commission (ICSAC) where she has served as Associate Director of Marketing and Communications for the past eight years. At the ICSAC, she led public relations and marketing efforts including media placement, wrote and designed reports such as the *Condition of Higher Education Report*, coordinated online and social media efforts, and led a marketing and communications team. She has multiple degrees from Iowa State University, including a master's degree in science in textiles and clothing; and a bachelor's

degree in marketing and merchandising. Within the Bureau of Community Colleges, Heather will provide leadership to division communications efforts.

Jeremy also reported that the division is currently seeking educational program consultant candidates for the positions of program quality, finance, and education research analyst.

B. Final Recommendations Released by the Secondary Career and Technical Education Task Force

Formal recommendations were adopted and released by the Secondary Career and Technical Education (CTE) Task Force. The recommendations set a vision for the future of secondary CTE that ensures all students have the opportunity to pursue rewarding careers. They call for a consistent statewide system with high quality, globally competitive programs aligned with employer and economic demand. The final recommendations were organized around career guidance, CTE program structure, work-based learning, instructor support and professional development, and regional partnerships and centers.

Jeremy indicated that the archaic administrative rules will need to be updated. He also reported that the State Board of Education will have a lot more authority in regard to CTE, and that we will need to take a fresh look at the CTE bill.

The Secondary CTE Task Force was mandated by the legislature in 2013 to review and make recommendations on secondary CTE programs. The group worked for two years to study CTE in Iowa and reach consensus on the vision. The group included broad representation including representatives of business and industry, organized labor, teachers, school administrators, community colleges, area education agencies, school boards, teacher preparation programs, state agencies, community organizations, and legislators.

C. Governor's 2016 Future Ready Iowa (FRI) Summit

Jeremy shared that the Governors FRI Summit will be held on Tuesday, April 19, 2016, at the Hy-Vee Hall in Des Moines. The agenda and registration form can be found on <https://futurereadyiowa.gov>. The Governor's 2016 FRI Summit is focused on strengthening Iowa's talent pipeline for the careers of today and tomorrow. We want to elevate the conversation about how to assure students and workers have the career opportunities they deserve and business and industry can hire the skilled workers they need to grow. The FRI initiative was created after Iowa received a National Governors Association grant in 2014 to develop a shared vision and strategies to improve the educational and training attainment of its citizens and the alignment of those degrees and credentials with employer demand.

Employers across Iowa regularly raise concerns about the shortage of skilled workers to fill jobs in business, industry and non-profit organizations. And, while Iowa has reason to be proud of having the highest graduation rate in the nation, we need to make more progress quickly. For example, Iowa's new state report card shows just 39 percent of middle and high school students in 2014-15 met or exceeded college and career readiness benchmarks in math and reading. And nearly 30 percent of 2015 high school graduates who enrolled directly in community colleges had to take at least one remedial course. Educators, business, labor, and nonprofit leaders have been working to close the skills gap by better aligning education and workforce resources and needs. Gov. Terry Branstad and Lt. Gov. Kim Reynolds are hosting the summit, which is open to the public, to build on this work.

IV. Southeastern Community College (SCC) Interim Accreditation Report—Fiscal Year 2016— Barbara Burrows

Barbara Burrows presented SCC's FY 2016 Interim Accreditation Report. This is a report of the evaluation of SCC for continued state accreditation as an associate degree-granting institution as mandated by Iowa Code, Section 260C.47. The department conducted the on-site portion of the evaluation on November 19-20, 2015. The findings reflect the work of the accreditation team's interim review of SCC.

SCC is accredited by the Higher Learning Commission (HLC), a commission of the North Central Association. The state accreditation process reviews state requirements but does not duplicate the HLC process. HLC documentation is reviewed during the visit to identify any follow up that may be required. State standards are reviewed through a structured process by department staff and community college peer reviewers.

The state accreditation team reviewed the most recent report and information from the HLC at the time of the evaluation. SCC's letter of accreditation by the HLC was reviewed and SCC has continuing accreditation. SCC has demonstrated it meets HLC criteria, and the state accreditation team recommends continued accreditation for SCC. A state comprehensive accreditation evaluation is scheduled for FY 2021.

Action: Moudy Nabulsi moved and Rosie Hussey seconded to move that the State Board approve continued accreditation for SCC. A state comprehensive accreditation evaluation will be conducted in FY 2021. The motion was passed unanimously by the CCC.

V. Iowa Community Colleges Joint Enrollment Report 2015—Eric St Clair

Eric St Clair reported that the Department of Education collects information on joint enrollment from Iowa's 15 community colleges. Jointly enrolled students are high school students enrolled in community college credit coursework. Most jointly enrolled students enroll through Senior Year Plus (SYP) programs such as Postsecondary Enrollment Options (PSEO) and concurrent enrollment. Other students enroll independently as tuition-paying students, or enroll in courses delivered through contractual agreements that do not meet the definition of concurrent enrollment. For more information about Senior Year Plus programs, please refer to the department's [website](#).

This report consists of fiscal year (FY) and trend data on joint enrollment, including headcount enrollment, credit hours taken, student demographics, and enrollment by program type and offering arrangement. All data included in this report is taken from the Community College Management Information System (MIS) and confirmed by each college, unless otherwise noted.

Some of the highlights of this FY 2015 report include:

- Iowa ranks first among the 50 states in providing college-level coursework to high school students. Enrollment of students under the age of 18 at Iowa's community colleges far outpaces the average enrollment of similar students at community colleges and four-year public institutions nationwide.

- Enrollment increased from 42,996 students last year to 44,034 this year, a 2.4 percent increase. Nine community colleges experienced increased enrollments; six experienced declines. However, 12 colleges experienced an increase in the number of credits taken by high school students.
- Average annual growth over the last five has been 2.5 percent.
- High school students participating in joint enrollment programs accounted for 31.8 percent of total community college enrollment. Approximately half of the participants were high school senior and about one-third were juniors.
- Joint enrollment programs account for 19 percent of total credit hours.
- Among high school students, 88 percent participated in joint enrollment courses delivered through a contractual agreement between a community college and school district. PSEO courses accounted for about 7 percent of total joint enrollment.
- Slightly more than 50 percent of participants in joint enrollment programs were male, compared to 45.6 percent for total credit student enrollment.
- Almost 14 percent of participants in joint enrollment programs had a minority racial or ethnic background compared to 45 percent of total credit student enrollment.
- The most common subject areas in which students jointly enrolled include social science and history, English, mathematics, healthcare, and engineering and technology.

VI. Iowa Community Colleges Adult Education and Literacy Report—Program Year 2015 (July 1, 2014 – June 30, 2015)—Alex Harris

Alex Harris stated that this report is based on Program Year 2015 (PY 2015) and the report is submitted to the United States Department of Education, Office of Career, Technical, and Adult Education. This year includes the legislature-appropriated new state support for adult education and literacy programming. This appropriation supports the continuation of efforts to build career pathways and help more low-skilled adults obtain postsecondary credentials and employment.

This report is Iowa’s response to the four questions that the United States Department of Education, Office of Career, Technical, and Adult Education (OCTAE), requires of all states and territories receiving federal funding through the Workforce Investment Act (WIA), Title II, Adult Education and Family Literacy Act (AEFLA). The overall goal of the Act is “to increase the employability, retention, and earnings of participants and increase occupational skill attainment by participants and, as a result, improve the quality of the workforce, reduce welfare dependency, and enhance the productivity and competitiveness of the Nation.”

THE IMPACT OF ADULT EDUCATION AND LITERACY

The federally-funded adult education and literacy programs administered by the Iowa Department of Education’s Division of Community Colleges provide lifelong educational opportunities and support services to eligible participants. Programs assist adults in obtaining the knowledge and skills necessary for work, further education, family self-sufficiency, and community involvement. By improving the education and skill levels of individual Iowans, the programs enhance the competitiveness of the state’s workforce and economy.

Iowa adult education programs help learners to accomplish the following:

- Gain employment or better their current employment.
- Obtain a high school equivalency diploma by passing the state selected assessment.
- Attain skills necessary to enter postsecondary education and training.
- Exit public welfare and become self-sufficient.
- Learn to speak, read, and write the English language.
- Master basic academic skills to help their children succeed in school.
- Become U.S. citizens and participate in a democratic society.
- Gain self-esteem, personal confidence, and a sense of personal and civic responsibility.

ADDRESSING IOWA’S NEEDS AND CHALLENGES THROUGH ADULT EDUCATION

Adults without high school diplomas and postsecondary education: According to the U.S. Census Bureau’s American Community Survey, 7.9 percent of Iowa’s population age 25 years and over (162,390) has between a 9th and 12th grade education without a high school diploma. Iowa’s adult education and literacy programs reported an increase of 22 percent in the number of reportable adult learners (12,203).

The limited English proficient (LEP) population: The LEP population increased in 2014 to 87,807. Iowa’s adult education and literacy programs served 6 percent (4,899) of this population. The American Community Survey classified this population as having self-identified as “speaks English less than very well.” Of this population, 52 percent are Spanish speaking, 26 percent are Asian, Pacific Islander, and 12 percent are Indo-European.

Unemployment and labor force participation rates: The census data for 2014 indicates that 73,662 Iowans over the age of 16 were unemployed. More than 7 percent (5,247) were served by Iowa’s adult education and literacy programs in this past year.

VII. Iowa Community Colleges Education Outcomes Report—Paula Nissen

Paula Nissen stated that the *Iowa Community College Education Outcomes: Certificate, Diploma, and Associate Degree Programs Report*, which is published annually, is an attempt to answer the elusive questions regarding the outcomes of students completing community college programs. This report, and other related resources, provides institutional data designed to inform community college administrators and policymakers as they engage in planning and program improvement.

Throughout this report, employment and earnings are analyzed to illustrate the important impact that the education and training provided by Iowa’s community colleges has on employment and wages. Program and award levels are analyzed separately in order to assess the benefits of each. Research parameters were set to distinguish between programs consisting of 22 credit hours or more, considered long-term awards; and those consisting of less than 22 credit hours, considered short-term awards. These parameters, which are applied by credit hour definition, ensure a uniform approach to the research for the purposes of this report.

Coinciding with the programs, five annualized cohorts of student award recipients were studied regarding their subsequent employment and wages (academic years [AY] 2010, 2011, 2012, 2013, and 2014). These cohorts will be studied longitudinally for a period of five years after graduation.

The research is limited to five years because previous program outcomes research regarding two-year college education revealed that wages plateau within a five-year period.

Unit record tracking of student data is a preferred method of reporting education outcomes by program. However, the inability to access and link individual student records to employment and wages has been a challenge for most researchers because of confidentiality laws restricting the use of unit-level data.

The Iowa Department of Education (IDOE) and Iowa Workforce Development (IWD) have overcome this hurdle by forming a partnership dedicated to evaluating and reporting education outcomes for community college programs as they relate to certificate, diploma, and associate degree awards.

In Iowa, as in many states throughout the nation, education and employer records are held in two different agencies of state government, the IDOE and IWD, respectively. The partnership of these two agencies has allowed for data sharing through agreements that adhere to all Unemployment Insurance (UI) and Family Educational Rights and Privacy Act (FERPA) regulations and rules. Research objectives are clearly stated in the agreements and limited staff have access to the data. Furthermore, these IDOE and IWD staff members have signed confidentiality agreements pertaining to the reporting and use of the student records.

In 2015, the IDOE's Division of Community Colleges worked with IWD and Georgetown University's Center on Education and the Workforce to perform a study of the education or training needs of employers in Iowa compared to the current education level of Iowans.

The study revealed that, by 2025, about 68 percent of all jobs in Iowa will require some postsecondary training or education beyond high school. The subsequent report stated: *Since the 1980s, education or training beyond high school has become the new minimum threshold for Americans to earn a living wage and attain middle class status. In 1973, only 28 percent of U.S. jobs required education beyond a high school diploma; by 2025, almost two out of three jobs in the nation will require at least some postsecondary education or training. Iowa's economy reflects this national trend and demonstrates a steady increase in the demand for postsecondary education and training in the industries that form the mainstay of the national economy.*

In response to this report, Iowa Governor Terry Branstad set a goal which calls for 70 percent of Iowans in the workforce to have education or training beyond high school by 2025. This will provide more Iowans with expanded career opportunities, and employers with the skilled workers they need.

Iowa's community colleges are the state's largest postsecondary education sector, offering a wide range of education and training programs designed to meet state and regional economic needs. Due to their responsiveness and commitment to workforce training, these institutions are well positioned to prepare the skilled workers of the future. To track progress toward this goal, the Iowa Department of Education partnered with IWD to link state and national education and workforce data sets to monitor the outcomes of students enrolled in Iowa's 15 community colleges.

This report provides information about community college awards, time-to-degree, retention, migration, transfer to four-year institutions, employment and wages, and career clusters. Five student cohorts were established for this report and will be tracked longitudinally to capture wage growth of those completing Iowa community college education and training programs.

VIII. For the Good of the Order

The meeting was adjourned at 5:15 p.m. The next face-to-face meeting will be held on Wednesday, May 11, 2016, 3:30 – 5:00 p.m., at the Department of Education’s ICN Room. Jeremy Varner indicated that the following agenda items will be featured on future CCC agendas: 1) Voluntary Framework of Accountability (VFA); 2) Future Ready Iowa (FRI) Portal Demonstration; 3) Equity Evaluation Overhaul; and 4) Faculty Standards Administrative Rules.